

Supplementary Materials for

Creative Engagement Beyond the Classroom: Determinants of Student Motivation in Undergraduate Residential College Learning Environments

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Text S1. Methods and results of the qualitative study on factors influencing students' motivation for RC activity participation

Methods

1. Research Setting

This qualitative study was conducted in [Residential College L] at [the authors' institution]. The college was established in 2014 and accommodated 387 residents in the 2023/2024 academic year. The gender ratio was approximately 1:1, and the proportion of local to non-local students was around 1:2. Students came from a range of academic faculties, including Business (36.2%), Social Sciences (18.6%), and Science and Technology (18.3%). First-year students accounted for 36.4% of the population, followed by 19.6% each in the third and fourth year, and 14.0% in the second year.

The site was chosen for three reasons. First, its multicultural community offered a unique perspective for understanding participation in residential education. Second, the demographic composition of [Residential College L] was broadly similar to that of [Institution] as a whole. Third, the college organised more than 100 experiential learning activities across diverse domains in the past year, providing rich cases for investigation.

2. Participants

Given that experiential activities in residential colleges are often led by student leaders, participants were divided into four groups: one group of student leaders (Group A) and three groups of non-leader residents (Groups B, C, and D), with six participants in each group, resulting in 24 participants in total.

Inclusion criteria were: current residency in [Residential College L], provision of informed consent, prior participation in at least one experiential activity, age 18 or above, ability to communicate in Chinese or English, and no diagnosis of mental illness. Participants in Group A were additionally required to hold leadership roles.

A snowball sampling strategy was used. During recruitment, the research team monitored sample characteristics to ensure diversity across year of study, gender, place of origin, and faculty. The final sample distribution closely matched that of the college population. Gender was balanced (male: female = 1:1). Participants' academic levels included 29% first-year, 17% second-year, 21% third-year, 25% fourth-year, and 8% postgraduate students. Their faculty distribution included Business (25%), Science and Technology (21%), Humanities (17%), Education (17%), Social Sciences (12%), and others (8%). In terms of origin, 38% were local students, 54% were students from mainland regions, and 8% were from Hong Kong or overseas.

3. Data Collection

Data were collected through a combination of semi-structured individual interviews and focus group discussions to capture perspectives from different roles within the same community. Two pilot interviews were conducted before formal data collection.

Four formal interview sessions were held in a quiet, private room within [Residential College L]. Each session lasted between 60 and 120 minutes and was audio recorded. During each interview, the moderator led the discussion following the interview guide, while the co-moderator took notes on non-verbal cues and followed up with probing questions when needed. Participants could record their thoughts on paper, which was collected afterwards.

Three additional short follow-up interviews were conducted to clarify emerging issues. All interviews took place between April and August 2024.

4. Data Analysis

A thematic analysis approach was used. After the interviews, all recordings were transcribed verbatim, retaining only gender, year of study, place of origin, and faculty information. Each participant was assigned a unique identifier.

The first and second authors independently coded the transcripts through open, axial, and selective coding, followed by regular discussions to merge similar codes. Ambiguous codes were resolved through team-wide consensus. A case-based coding strategy was also applied to ensure that the final themes were not disproportionately influenced by participants who spoke more frequently.

Approximately 80% of the data were analysed before thematic saturation was reached, meaning that no new insights emerged from additional data. In total, nine hours and twelve minutes of recordings were transcribed into 125,744 Chinese characters and analysed using NVivo 14.

5. Ethics

This study was approved by the institutional ethics committee (Protocol No. [masked for double-blind review]). All participants provided written informed consent before data collection. Because all authors served as resident tutors/assistants within [Residential College L], the research team functioned as “insiders”. This positionality facilitated rapport-building and a deeper understanding of participants’ experiences, but it also introduced potential risks of subjectivity and role-related bias. To address these concerns, researchers disclosed their roles to participants at the outset of each interview, emphasising that participation was entirely voluntary and would not affect students’ standing within the residential college.

To further safeguard ethical integrity, an academic staff member who was not affiliated with [Residential College L] served as an external supervisor. This supervisor monitored the research process to ensure adherence to ethical standards, including confidentiality, data security, and neutrality in interpretation. All identifying information was removed from transcripts, and pseudonyms were used throughout the analysis to maintain anonymity.

Results

Through thematic analysis, four overarching factors influencing students’ participation in experiential activities were identified. These correspond to the constructs later operationalised in the quantitative study: Activity Logistics (AL), Experiential Value (EV), Outcome Expectations (OE), and Social Readiness (SR).

Activity Logistics (AL) significantly shaped participation decisions. Start time was the most influential logistical feature, cited by 95.8% of participants. Other important considerations included activity duration (50.0%), the effectiveness of promotion (45.8%), and non-material support such as guest coordination or skill-related guidance (41.7%). Material resources (33.3%) and venue suitability (33.3%) also contributed to students’ evaluations of feasibility. These logistical elements collectively demonstrate that even highly motivated students may opt out of activities if the arrangements do not align with their schedules, expectations, or practical constraints.

Experiential Value (EV) was another central determinant of motivation. Interest was the most frequently cited component, mentioned by 95.8% of participants. Scarcity (70.8%) and fun (58.3%) also enhanced the perceived attractiveness of activities, while novelty encouraged participation for just over half of the students (54.2%). For some, alignment between the activity and their personality traits (50.0%) mattered, and a smaller proportion saw participation as an opportunity for stress relief (16.7%). These findings highlight that students evaluate experiential meaning broadly, considering not only enjoyment and relevance but also personal resonance and emotional benefits.

Outcome Expectations (OE) reflected students' desire to obtain concrete benefits from participation. Many students emphasized residency-related advantages such as residency renewal points (87.5%), while career-related gains were mentioned by 79.2%. Social opportunities, particularly meeting new people, were also compelling motivators (75.0%). Tangible rewards (54.2%) and opportunities for self-expression (33.3%) influenced participation to varying degrees, whereas institutional recognition played a smaller role (20.8%). These patterns suggest that students often weigh both instrumental and developmental outcomes when deciding whether an activity is worth their time.

Social Readiness (SR) is a major factor shaping students' willingness to participate in experiential activities. Peer accompaniment emerged as the strongest influence, mentioned by 87.5% of participants, busyness also played a substantial role (83.3%). Students often evaluated whether the organizer was someone they trusted or were familiar with (62.5%), and many associated participations with a sense of belonging to the RC community (54.2%). Anticipated group size (29.2%) and interest in invited guests (29.2%) further shaped their comfort and preparedness for attending. Together, these elements illustrate how interpersonal dynamics and perceived social environments contribute to students' readiness to engage.

Text S2. Personal data collection statement and questionnaire instructions

Authors note: In consideration of the double-blind review process, we have anonymized any information related to the research team. The anonymized sections are marked with underlining.

收集個人資料聲明

1. 本研究已獲得作者所屬機構之倫理委員會審批，批號為 XXX。2. 問卷中不會收集可識別個人身份的資料，所收集的數據只作研究及學術之用。3. 本問卷調查中收集到的所有數據將會存儲在一個非本地線上問卷調查平台。4. 我們承諾恪守資料保護的原則，確保其收集及保存之個人資料的保密性和完整性。但個人資料在網絡上流通可能缺乏安全保障，有被未經許可的第三人看到和使用的風險。如您對本研究有任何疑問或建議，請隨時聯繫我們！（電子郵件：author@author.com）

Personal Data Collection Statement

1. This study has been approved by the Ethics Committee of the authors' institution, with approval number XXX. 2. No personally identifiable information will be collected in the questionnaire, and the collected data will only be used for research and academic purpose. 3. All data collected in this survey will be stored in a non-local online survey platform. 4. We undertakes to observe the spirit of the data protection principles and will make every effort to ensure the confidentiality and integrity of the personal information being collected. The transmission of personal information over the Internet may lack protection and security. There is a risk that your information may be accessed or used by an unauthorized third party. Thank you for your participation! If you have any questions or suggestions regarding this study, please feel free to contact us! (e-mail: author@author.com)

致填寫人：您好！我們是 X 大學書院體驗式教學活動參與動機研究小組。如果您是住宿式書院學生，且曾參與書院體驗式教學活動，我們誠邀您填寫本問卷。此次研究旨在瞭解您對於學生參與書院體驗式教學活動的動機及其影響因素的看法。大約需要 5-8 分鐘完成。我們真誠希望您能參與，並歡迎您轉發本次研究的資訊，謝謝！

To the participant: Good day! We are the Residential College Experiential Learning Activities Motivation Research Team from X University. If you are a student of a residential college and have participated in experiential learning activities, we invite you to complete this questionnaire. This study aims to understand your motivations and influencing factors regarding student participation in residential college experiential learning activities. It should take approximately 5 - 8 minutes to complete. We sincerely hope that you will participate and we welcome you to forward information about this study. Thank you!

書院體驗式教學活動（以下簡稱“書院活動”）指的是由 X 大學 各大住宿式書院主辦或合辦的活動，它包括但不限於由書院導師、院生會（HA）、書院助教/助理（RT/RA）或書院內其他學生組織舉辦的各類活動。

Residential College Experiential Learning Activities (hereafter referred to as "RC Activities") refer to activities organized or co-organized by Residential Colleges at the X University. These activities include, but are not limited to, those organized by resident staff, the House Association (HA), Residential Tutors/Assistants (RTs/RAs), or other student organizations within the residential colleges.

Table S1. STROBE checklist for cross-sectional studies

	Item No	Recommendation	Location where item is reported
Title and abstract	1	(a) Indicate the study's design with a commonly used term in the title or the abstract	Abstract
		(b) Provide in the abstract an informative and balanced summary of what was done and what was found	Abstract
Introduction			
Background/rationale	2	Explain the scientific background and rationale for the investigation being reported	Introduction, Research Context, and Theoretical Framework
Objectives	3	State specific objectives, including any prespecified hypotheses	Introduction
Methods			
Study design	4	Present key elements of study design early in the paper	Methods
Setting	5	Describe the setting, locations, and relevant dates, including periods of recruitment, exposure, follow-up, and data collection	Data Collection
Participants	6	(a) Give the eligibility criteria, and the sources and methods of selection of participants	Data Collection
Variables	7	Clearly define all outcomes, exposures, predictors, potential confounders, and effect modifiers. Give diagnostic criteria, if applicable	Questionnaire Design
Data sources/ measurement	8*	For each variable of interest, give sources of data and details of methods of assessment (measurement). Describe comparability of assessment methods if there is more than one group	Data Analysis
Bias	9	Describe any efforts to address potential sources of bias	Data Analysis
Study size	10	Explain how the study size was arrived at	Data Collection
Quantitative variables	11	Explain how quantitative variables were handled in the analyses. If applicable, describe which groupings were chosen and why	Questionnaire Design, and Data Analysis
Statistical methods	12	(a) Describe all statistical methods, including those used to control for confounding	Data Analysis
		(b) Describe any methods used to examine subgroups and interactions	Data Analysis
		(c) Explain how missing data were addressed	NA (No missing data)
		(d) If applicable, describe analytical methods taking account of sampling strategy	Data Collection

		(e) Describe any sensitivity analyses	Data Analysis
Results			
Participants	13*	(a) Report numbers of individuals at each stage of study—eg numbers potentially eligible, examined for eligibility, confirmed eligible, included in the study, completing follow-up, and analysed	Data Collection
		(b) Give reasons for non-participation at each stage	Data Collection
		(c) Consider use of a flow diagram	NA
Descriptive data	14*	(a) Give characteristics of study participants (eg demographic, clinical, social) and information on exposures and potential confounders	Data Collection
		(b) Indicate number of participants with missing data for each variable of interest	NA (No missing data)
Outcome data	15*	Report numbers of outcome events or summary measures	Results
Main results	16	(a) Give unadjusted estimates and, if applicable, confounder-adjusted estimates and their precision (eg, 95% confidence interval). Make clear which confounders were adjusted for and why they were included	NA
		(b) Report category boundaries when continuous variables were categorized	NA
		(c) If relevant, consider translating estimates of relative risk into absolute risk for a meaningful time period	NA
Other analyses	17	Report other analyses done—eg analyses of subgroups and interactions, and sensitivity analyses	Results
Discussion			
Key results	18	Summarise key results with reference to study objectives	First paragraph of Discussion
Limitations	19	Discuss limitations of the study, taking into account sources of potential bias or imprecision. Discuss both direction and magnitude of any potential bias	Limitations
Interpretation	20	Give a cautious overall interpretation of results considering objectives, limitations, multiplicity of analyses, results from similar studies, and other relevant evidence	Discussion
Generalisability	21	Discuss the generalisability (external validity) of the study results	Limitations
Other information			

Funding	22	Give the source of funding and the role of the funders for the present study and, if applicable, for the original study on which the present article is based	Title page
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Table S2. Variable definition and coding strategy

Variable	Original Question	Coding Strategy
Part 1: Demographic data		
Gender	What is your gender?	1 = Male; 2 = Female
Grade	What is your grade?	1 = Lower-year (Year 1–2); 2 = Upper-year (Year 3–4/others)
ID place	What is your origin (according to your ID)?	1 = Local; 2 = Non-local
Activity host experience	Have you ever organized or co-organized any RC activities?	1 = No; 2 = Yes
Weekly stay	How many days on average per week have you been staying in the Residential College in the past year?	1 = ≤ 4 days/week (0–4 days); 2 = > 4 days/week (5–7 days)
Part-time job	Do you have a part-time job on or off campus?	1 = No; 2 = Yes
Part 2: IF-Questionnaire		
Instruction Block A: Next, we would like you to evaluate how the following factors influence your decision to participate in RC activities. Please select a score based on your actual situation (1 = No influence at all, 4 = Moderate influence, 7 = Very high influence).		
SR3. Sense of belonging	My sense of belonging to the residential college I reside in.	1–7 Likert
SR5. Busyness	How busy I am.	1–7 Likert
EV5. Personality traits	My personality.	1–7 Likert
OE4. Residency benefits	Whether I want to enhance my residency application competitiveness or earn more campus points.	1–7 Likert
OE6. Institutional recognition	Whether I want to run for student leadership positions or apply for RC scholarships.	1–7 Likert
Instruction Block B: Now, suppose there is an RC activity, and you need to decide whether to participate. How much do you think the following factors influence your decision? (1 = No influence at all, 4 = Moderate influence, 7 = Very high influence)		
SR1. Expected attendance	The expected number of participants in this activity.	1–7 Likert
SR2. Peer accompaniment	Whether I have friends who will participate in this activity with me.	1–7 Likert
SR4. Guest	The guests of this activity.	1–7 Likert
SR6. Organizer	The organizer of this activity.	1–7 Likert
AL1. Material resources	The material resources for this activity (e.g., supplies for a craft activity).	1–7 Likert
AL2. Promotion	The promotion methods for this activity.	1–7 Likert
AL3. Start time	The start time of this activity.	1–7 Likert
AL4. Non-material resources	The non-material resources for this activity (e.g., opportunities for external exchange).	1–7 Likert

AL5. Duration	The total duration of this activity.	1–7 Likert
AL6. Venue	The location of this activity.	1–7 Likert
EV1. Novelty	Whether this activity is novel to me.	1–7 Likert
EV2. Scarcity	Whether it would be difficult to have another opportunity to participate if I miss this activity.	1–7 Likert
EV3. Interest	My interest in this activity.	1–7 Likert
EV4. Fun	Whether this activity is fun for me.	1–7 Likert
EV6. Stress relief	Whether this activity can help me relieve stress.	1–7 Likert
OE1. Career advantages	Whether this activity can provide professional or skill-based help.	1–7 Likert
OE2. Social opportunities	Whether I can make new friends in this activity.	1–7 Likert
OE3. Self-expression	Whether I can showcase myself in this activity.	1–7 Likert
OE5. Tangible rewards	Substantial prizes for this activity (e.g., meals or souvenirs).	1–7 Likert

Part 3: Adapted Leisure Motivation Scale

Instruction Block: Why do you generally participate in RC Activities? Please select a score for each of the following items based on how well it fits your situation. (1 = Not correspond at all, 4 = Corresponds moderately, 7 = Corresponds exactly)

AM1	I can't come to see why I participate in RC Activities, and frankly I don't really care.	1–7 Likert
AM2	I don't really know; I don't think that RC Activities suit me.	1–7 Likert
AM3	I don't really know; I have the impression that there isn't any activity that I could do very well.	1–7 Likert
AM4	Honestly, I don't know; I have the impression that I'm wasting my time when I participate in RC Activities.	1–7 Likert
EM1	To avoid doing other tasks.	1–7 Likert
EM2	Because in my opinion, it is a good way to develop social, physical or intellectual abilities that will be useful to me later.	1–7 Likert
EM3	Because it is very important for me to fill my free time.	1–7 Likert
EM4	Because I don't like to appear as someone who does nothing.	1–7 Likert
EM5	Because it's one of the ways that I have chosen to make improvements on a personal level.	1–7 Likert
EM6	Because in life you absolutely need RC Activities to be happy.	1–7 Likert
EM7	Because sometimes RC Activities allow me to be appreciated by others.	1–7 Likert

EM8	Because it's the way I've chosen to acquire abilities in other areas that are important to me.	1–7 Likert
EM9	Because I absolutely must feel busy.	1–7 Likert
EM10	To show others that I am a dynamic person.	1–7 Likert
EM11	Because participating in RC Activities is one of the ways that allows me to develop other aspects of myself.	1–7 Likert
EM12	Because I absolutely must have my extracurricular time to be in a good mood.	1–7 Likert
IM1	Because I experience a lot of pleasure and satisfaction in learning new things.	1–7 Likert
IM2	For the pleasure I feel in exciting experiences that RC Activities bring.	1–7 Likert
IM3	For the satisfaction I feel when I try to overcome interesting challenges.	1–7 Likert
IM4	For the pleasure of knowing more about subjects that appeal to me.	1–7 Likert
IM5	For the sense of freedom that I experience while participating in RC Activities.	1–7 Likert
IM6	For the pleasure I feel when I outdo myself in interesting activities.	1–7 Likert
IM7	Because RC Activities allow me to deepen my understanding of subjects that interest me.	1–7 Likert
IM8	Because the RC Activities give me a real "high".	1–7 Likert
IM9	For the pleasure of surpassing myself while doing activities that are challenging for me.	1–7 Likert
IM10	Because RC Activities allow me to explore many interesting domains.	1–7 Likert
IM11	For the simple pleasure of feeling deeply relaxed.	1–7 Likert
IM12	For the satisfaction I get while trying to master complex activities.	1–7 Likert

Abbreviations: AL, activity logistics; EV, experiential value; OE, outcome expectations; RC, residential college; SR, social readiness.

Table S3. Full results of exploratory factor analysis (EFA)

		IF-Questionnaire					LMS			
		Overall	SR	AL	EV	OE	Overall	EM	IM	AM
Items Num.		24	6	6	6	6	28	12	12	4
Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy.		0.822	0.650	0.706	0.775	0.706	0.943	0.910	0.930	0.812
Cronbach's Alpha		0.866	0.543	0.737	0.742	0.718	0.927	0.887	0.932	0.873
Bartlett's Test of Sphericity	Approx. Chi-Square	3277.387	201.498	539.822	756.286	548.941	7650.793	2240.288	2981.345	809.474
	df	276	15	15	15	15	378	66	66	6
	Sig.	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001	<0.001

Table S4. Rotated Component Matrix of the IF-Questionnaire

	Component			
	1	2	3	4
EV4. Fun	.864	.145	.040	.084
EV1. Novelty	.809	.135	.187	.078
EV6. Stress relief	.774	.272	.165	-.091
EV2. Scarcity	.512	.082	.316	.310
EV3. Interest	.491	.089	-.127	.386
AL5. Duration	.106	.704	-.058	.316
AL6. Venue	.013	.658	.167	.007
AL1. Material resources	.216	.567	.222	.133
AL3. Start time	.216	.543	-.131	.477
OE5. Tangible rewards	.226	.540	.299	-.057
SC1. Expected attendance	.006	.537	.369	-.102
AL2. Promotion	.137	.528	.342	-.022
SC2. Peer accompaniment	.285	.375	.078	-.046
OE3. Self-expression	.252	.233	.675	-.037
OE2. Social opportunities	.322	.203	.634	-.056
SC4. Guest	.031	.250	.633	.061
SC6. Organizer	-.128	.286	.556	.033
OE6. Institutional recognition	-.003	-.034	.516	.440
OE1. Career advantages	.266	.139	.452	.373
SC5. Busyness	.018	.028	-.097	.597
OE4. Residency benefits	.193	.033	.252	.503
EV5. Personality traits alignment	-.072	.017	.018	.466
SC3. Sence of belonging	.218	-.119	.386	.415
AL4. Non-material resources	.242	.272	.342	.403

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 12 iterations.

Table S5. Correlations among the four constructs of the IF-Questionnaire

		Activity Logistics (AL)	Experiential Value (EV)	Outcome Expectations (OE)	Social Context (SC)
Activity Logistics (AL)	Pearson Correlation	1	.472**	.547**	.506**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	403	403	403	403
Experiential Value (EV)	Pearson Correlation	.472**	1	.487**	.407**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	403	403	403	403
Outcome Expectations (OE)	Pearson Correlation	.547**	.487**	1	.546**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	403	403	403	403
Social Context (SC)	Pearson Correlation	.506**	.407**	.546**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	403	403	403	403

** . Correlation is significant at the 0.01 level (2-tailed).

Table S6. Correlations among the three types of motivation overall and among different subgroups**A. Correlations among the three types of motivation overall**

		Extrinsic motivation	Intrinsic motivation	Amotivation
Extrinsic motivation	Pearson Correlation	1	.834**	.082
	Sig. (2-tailed)		.000	.102
	N	403	403	403
Intrinsic motivation	Pearson Correlation	.834**	1	-.180**
	Sig. (2-tailed)	.000		.000
	N	403	403	403
Amotivation	Pearson Correlation	.082	-.180**	1
	Sig. (2-tailed)	.102	.000	
	N	403	403	403

** . Correlation is significant at the 0.01 level (2-tailed).

B. Correlations among the three types of motivation in different gender subgroups

Gender			Extrinsic motivation	Intrinsic motivation	Amotivation
Male	Extrinsic motivation	Pearson Correlation	1	.842**	.158
		Sig. (2-tailed)		.000	.057
		N	146	146	146
	Intrinsic motivation	Pearson Correlation	.842**	1	-.140
		Sig. (2-tailed)	.000		.093
		N	146	146	146
	Amotivation	Pearson Correlation	.158	-.140	1
		Sig. (2-tailed)	.057	.093	
		N	146	146	146
Female	Extrinsic motivation	Pearson Correlation	1	.829**	.010
		Sig. (2-tailed)		.000	.872
		N	257	257	257
	Intrinsic motivation	Pearson Correlation	.829**	1	-.221**
		Sig. (2-tailed)	.000		.000
		N	257	257	257
	Amotivation	Pearson Correlation	.010	-.221**	1
		Sig. (2-tailed)	.872	.000	
		N	257	257	257

**. Correlation is significant at the 0.01 level (2-tailed).

C. Correlations among the three types of motivation in different academic years

Bi_Grade			Extrinsic motivation	Intrinsic motivation	Amotivation
Lower-year	Extrinsic motivation	Pearson Correlation	1	.844**	.011
		Sig. (2-tailed)		.000	.858
		N	270	270	270
	Intrinsic motivation	Pearson Correlation	.844**	1	-.253**
		Sig. (2-tailed)	.000		.000
		N	270	270	270
	Amotivation	Pearson Correlation	.011	-.253**	1
		Sig. (2-tailed)	.858	.000	
		N	270	270	270
Upper-year	Extrinsic motivation	Pearson Correlation	1	.819**	.212*
		Sig. (2-tailed)		.000	.014
		N	133	133	133
	Intrinsic motivation	Pearson Correlation	.819**	1	-.028
		Sig. (2-tailed)	.000		.753
		N	133	133	133
	Amotivation	Pearson Correlation	.212*	-.028	1
		Sig. (2-tailed)	.014	.753	
		N	133	133	133

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

D. Correlations among the three types of motivation in different ID places

ID Place			Extrinsic motivation	Intrinsic motivation	Amotivation
Local (Macao)	Extrinsic	Pearson	1	.832**	.060

Non-local (Mainland China, Hong Kong, or others)	motivation	Correlation			
		Sig. (2-tailed)		.000	.470
		N	147	147	147
	Intrinsic motivation	Pearson Correlation		.832**	1
		Sig. (2-tailed)		.000	.016
		N	147	147	147
	Amotivation	Pearson Correlation		.060	-.198*
		Sig. (2-tailed)		.470	.016
		N	147	147	147
	Extrinsic motivation	Pearson Correlation		1	.838**
		Sig. (2-tailed)		.000	.145
		N	256	256	256
	Intrinsic motivation	Pearson Correlation		.838**	1
		Sig. (2-tailed)		.000	.008
		N	256	256	256
	Amotivation	Pearson Correlation		.091	-.164**
		Sig. (2-tailed)		.145	.008
		N	256	256	256

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

E. Correlations among the three types of motivation in different activity host experience

Activity host experience			Extrinsic motivation	Intrinsic motivation	Amotivation
No	Extrinsic motivation	Pearson Correlation	1	.854**	.129
		Sig. (2-tailed)		.000	.065
		N	205	205	205
	Intrinsic motivation	Pearson Correlation	.854**	1	-.138*
		Sig. (2-tailed)	.000		.048
		N	205	205	205
	Amotivation	Pearson Correlation	.129	-.138*	1

		Sig. (2-tailed)	.065	.048	
		N	205	205	205
Yes	Extrinsic motivation	Pearson Correlation	1	.800**	.110
		Sig. (2-tailed)		.000	.122
		N	198	198	198
	Intrinsic motivation	Pearson Correlation	.800**	1	-.160*
		Sig. (2-tailed)	.000		.024
		N	198	198	198
	Amotivation	Pearson Correlation	.110	-.160*	1
		Sig. (2-tailed)	.122	.024	
		N	198	198	198

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

F. Correlations among the three types of motivation in different weekly stays

Weekly stay			Extrinsic motivation	Intrinsic motivation	Amotivation
≤4 days	Extrinsic motivation	Pearson Correlation	1	.880**	.151
		Sig. (2-tailed)		.000	.096
		N	123	123	123
	Intrinsic motivation	Pearson Correlation	.880**	1	-.079
		Sig. (2-tailed)	.000		.384
		N	123	123	123
	Amotivation	Pearson Correlation	.151	-.079	1
		Sig. (2-tailed)	.096	.384	
		N	123	123	123
>4 days	Extrinsic motivation	Pearson Correlation	1	.802**	.082
		Sig. (2-tailed)		.000	.174
		N	280	280	280
	Intrinsic motivation	Pearson Correlation	.802**	1	-.195**
		Sig. (2-tailed)	.000		.001
		N	280	280	280
	Amotivation	Pearson Correlation	.082	-.195**	1

	Sig. (2-tailed)	.174	.001	
	N	280	280	280

** . Correlation is significant at the 0.01 level (2-tailed).

G. Correlations among the three types of motivation in different part-time job status

Part-time job			Extrinsic motivation	Intrinsic motivation	Amotivation
No	Extrinsic motivation	Pearson Correlation	1	.823**	.028
		Sig. (2-tailed)		.000	.636
		N	286	286	286
	Intrinsic motivation	Pearson Correlation	.823**	1	-.236**
		Sig. (2-tailed)	.000		.000
		N	286	286	286
	Amotivation	Pearson Correlation	.028	-.236**	1
		Sig. (2-tailed)	.636	.000	
		N	286	286	286
Yes	Extrinsic motivation	Pearson Correlation	1	.868**	.161
		Sig. (2-tailed)		.000	.084
		N	117	117	117
	Intrinsic motivation	Pearson Correlation	.868**	1	-.062
		Sig. (2-tailed)	.000		.505
		N	117	117	117
	Amotivation	Pearson Correlation	.161	-.062	1
		Sig. (2-tailed)	.084	.505	
		N	117	117	117

** . Correlation is significant at the 0.01 level (2-tailed).